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ABSTRACT

This paper discusses succession planning for rural educational administrators, focusing on management succession practices, responsibilities, and policies that ensure the efficient and effective transition of rural administrators. In planning their human resources, all organizations must match the needs of the organization with the shifting needs of employees. Given the highly dynamic environment of rural school divisions and the shortage of qualified rural administrators, the planning process for administrative succession is of prime importance. Succession planning promotes continuity of leadership, but the logical link between district objectives and the learning and development of administrators is often absent due to the top-down mechanistic practices generally used in succession planning. A better approach is a continuous improvement process based on individual and organizational learning. A good succession management plan addresses the nature of the rural school system and its attendant role constraints and opportunities for administrators, offers support to administrators, and recruits and develops administrative potential within the system in addition to external recruitment efforts. The work on succession planning should take place on three levels: strategic, managerial, and operational. This paper discusses strategies for succession planning and development, the shift from succession management to career management, and recommendations for succession management policies. An appendix lists advantages and disadvantages of several approaches to matching employees and jobs. (Contains 30 references.) (SV)

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A Necessary Strategy for Rural School Administration

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Succession Management:

A Necessary Strategy for Rural School Administration

Purpose

The purpose of this paper is to discuss succession planning for rural educational administrators and its implications for development. The paper concentrates upon management succession practices, responsibilities and policy implications which ensure the efficient and effective transition of rural administrators.

Introduction

The fundamental problem that all organizations face when they attempt to plan their human resources is that they have to match the varying needs of the organization with the shifting needs of the employees:"Managing is the art of making dreams come true. Done properly, managing is the broadest yet most precise, the most unrealistically demanding yet simultaneously the most practical, the most straightforwardly humane yet also the most mysterious and paradoxical of all the social arts. But how rarely is managing done properly" (Torbert, p. xi). When one considers that rural school divisions today exist in a highly dynamic environment in which technology, economic conditions, political circumstances, and social/cultural values are changing at a rapid rate, it becomes almost impossible to think clearly about the planning process. This fact is compounded with the reality that rural school divisions are finding it more and more difficult to attract and

keep rural administrators. Fewer individuals apply for rural administrative positions, and often the administrative qualifications of those who do apply are questionable. Therefore, the planning process for administrative succession, and how it impacts upon the goals and objectives of an individual administrator and of the school division is of prime importance.

Succession planning is an organizational activity designed to promote continuity of leadership by preparing future generations of administrators. As such, succession planning should logically be related to future direction (strategy) of the school division, as well as to the learning and development of administrators. However, in practice, these links often do not exist. A major reason for these "disconnects" according to Hall and Seibert (1992) is the top-down, mechanistic (single-loop) process which is generally used to conduct succession planning. Practice, informed by theory and research, should be aimed at tightening the links between strategy, succession planning and administrative learning. In contrast to the traditional top-down strategic approach, a continuous improvement process based upon individual learning and organizational learning is advocated.

Matching Work with People-Communication, Openness, Job/Role Planning

School divisions attempting to maintain effectiveness in increasingly diverse environments will need to improve the process

by which work is matched to people. Schein (1992) states that in the matching process organizations will increasingly be dependent upon communication, openness and job and role planning. Administrators must be open and clear about their "career anchors" (the evolving self-concept of what one is good at, what one's needs and motives are, and what values govern one's work-related choices) within a trusting work climate whereby school boards and central office staff are candid about the nature of the work that is to be done within schools.

Rural Administrators: the Need for Succession Planning

Succession management ideology must be applied to administrators within the rural educational system. The specification of "rural" is delineated because of the actual differences between rural and urban school administrators, all of which have implications for succession planning. These differences are related to the nature of the rural and urban school systems as outlined by Renihan (1985):

> Urban school systems have more stability in regard to administrative resources. Urban principals are generally older, more experienced, and better trained and less geographically mobile than their rural counterparts. They are closer to institutions of administrative preparation, and they are large enough to create strong professional development and leave opportunities. (p. 53)

The administration of the small school must balance tighter budgetary allotments as well as demands for high quality educational programs. As Renihan (1985) explains, the "constraints experienced by the principals of the small school, particularly the small rural school, are significant sources of concern, if for no other reason than the fact that there are so many schools in rural ...jurisdictions which may be categorized as 'small'" (p. 55).

Other forces place constraints and stresses on the role of the rural principal: a) declining enrolments, an emphasis on accountability, a perceived push for democratically run schools, increased technology, increased responsibilities and duties as outlined in the Education Act (1978), (Yackel, 1984); and b) the increased attention to the quality of teacher's work life and the resultant implications for school policies and practices, negotiations and contracts, and scheduling of instructional and support time (Wright & Renihan,1985). These constraints and stresses emphasize the need for properly managed succession processes to ensure effective and efficient transitions in administration. Renihan(1985)recommends that boards and directors attempt to recruit and develop administrative potential within their systems and that individuals be encouraged to put themselves forward for such positions. A report completed by the Saskatchewan Schools Trustee Association (1996) expressed the need for planning time and money for recruiting, selecting and training in-school

administrators. This is due to the recognized importance of the administrator in creating effective school environments and facilitating school improvement.

In summary, a good succession management plan for rural principals will address the nature of the rural school system and its attendant role constraints and/or opportunities for administrators. Succession practices must offer support and assistance to administrators in order to promote effective and efficient transition. Boards and directors should attempt to recruit and develop administrative potential within their systems, as well as initiate effective external recruitment and selection processes. Finally, individuals with administrative potential must be encouraged to put themselves forward for such positions, with the assurance that their leadership potential will be aided and developed by the board through administrative training.

The Need for Administrative Succession Management Planning

Succession planning includes the identification of a pool of candidates for certain levels in the organization. According to Rothwell and Kazanas(1994) and Vetter (1985), all of whom write from a business perspective, the needs of the organization must be responded to through succession planning for four major reasons. Firstly, the market for qualified personnel continues to grow more fluid. It is difficult for even the finest employers to hold key talent in the face of attractive offers from other organizations.

The same phenomenon occurs within rural education, especially when urban centers are able to attract administrators with offers of increased administration time, larger salaries, etcetera. Secondly, organizations are discovering that internal talent does not always fulfill the demands of the key positions which need filling, and they are therefore forced into a defensive hiring position that they find unattractive. For example, rural school personnel often do not have the same access to graduate courses and administrative preparation courses as urban personnel, because of their distance from institutions which offer such courses. Yet without this training, rural school divisions find that their internal candidates do not possess qualifications necessary for the position. Thirdly, external and internal influences in the organization need to be treated in a well-planned manner in order to help maintain organization effectiveness by building in strategic change. The influences instilled by Department of Education initiatives in curricula, provincial and local governmental budgetary issues, community attitudes towards education and the internal concerns of teachers, support staff and students must somehow be reconciled and addressed. Finally, as management levels or positions are eliminated or are consolidated within organizations, the need to improve management practice intensifies. Downsizing has become a way of life for rural school divisions, many of which have had to decrease administrative

release time, annex the position of vice-principal, and practice shared administration between school divisions. Therefore, an increased attention to administrative development is necessary.

Filling positions as they become vacant, without planning, has also resulted in an emphasis on external recruiting in many school divisions. It is often easier for school boards to turn outside for individuals who appear, at least on paper, to be a better fit with new position requirements than internal candidates. External search in some divisions may be more expedient than a thorough internal search. Also, the desire for new skills, experience, and "fresh perspective" tilt the scale toward external hires in many situations. Of course, the downside of recruiting externally is that the outside candidates are not as well known to division administrators and therefore entail a risk of not performing well or of leaving the division. Also, outside hires block career opportunities for internal employees. However, there are also instances where remote rural schools do not receive applications for administrative positions. It is at this time that internal recruitment and succession management planning become crucial issues.

McIntyre (1999) discusses a number of reasons for leadership succession within education. The reasons can be environmentally controlled, as in death, illness, or movement to a more desirable position; or they can be directly controlled by the organization,

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as in promotion, demotion, or dismissal.

Some school systems use planned transfers to develop the skills of their in-school administrators and to rejuvenate administrators who may have become complacent in their position (Hart, 1993). Succession planning may also be perceived as a powerful tool for facilitating change and organizational effectiveness (Cohen & Packer, 1994).

Administrative positions should receive succession management attention because of administrators' managerial responsibilities to the educational organization. Rothwell and Kazanas (1994) advocate management support for two important reasons. Firstly, management support should be viewed as a necessary precondition to the success of school division change efforts since most division changes, to be successful, usually begin with administration. Secondly, administrators must master new knowledge, skills, and attitudes consistent with desired division changes in order to consolidate such change efforts.

If a division board realizes there is a need to promote a new generation of administrators, then succession plans are developed, high potential leaders are identified, special job assignments are made, and a general sense of opportunity emerges. The job of a successive management system is to drive succession planning, or job opportunity planning, down through the school division, formalized in human resources management that is implemented by all

administrators.

Lack of Succession Planning

Succession planning, while desirable, is not used as widely as it might be. Rural school boards and central office staff may feel that changes are too rapid to plan very far ahead; they do not have the time to allow for management education, developmental assignments, or other types of managerial development. In the business world, companies report that fewer than half of management appointments are with individuals named as candidates in succession and development plans (Walker, 1992). Because of lean staffing and high costs, companies are typically reluctant to grant individuals time for developmental purposes. School boards have a similar concern with educational administrators.

Management succession and development is an important focus of human resource planning. Because of its significant and visible impact on the future development of the rural school division, succession planning should be an area of both school-wide and division-wide interest and attention. Administrators may personally identify with management succession and development concerns--they are both participants and managers in the process. Accordingly, they understand the need for administrative development for key individuals (such as themselves) and their prospective successors.

Organizational Levels of Succession Planning

Work on succession planning can take place on three levels: strategic, managerial and operational (Hall & Seibert, 1992). A limitation of most succession planning is that it occurs primarily at the operational level. What is missing is work at the other two levels. Ideally, at the strategic level, there should be an effort to set school division policies or values which relate to how people are managed over the course of their careers. Examples of such supportive policies listed by Hall and Seibert (1992) are cross-business movement (or perhaps in the case of rural education, cross-school or cross-divisional movement), promotion from within, full employment (or perhaps in the case of rural education, 100% administration time, or the development of administrative teams), linking subordinate development to managerial rewards (an incentive plan of some sort),minimum and maximum job tenures (as a guarantee), focus on high potentials (or a wider group), and CEO involvement (which is almost guaranteed in rural systems because of their size). Each of these examples, although they are business oriented, have the potential to be incorporated into educational administration. If supportive policies on human resources are established, the details of implementing succession planning become far easier. At the managerial level are the specific systems and programs which are designed to support succession activities. Examples of managerial level activities listed by Hall and Seibert (1992) are training for managers in career coaching and

mentoring, administrative structures for cross-functional mobility of managers, designing assessment methods, and career training and development programs. Each of these examples can be directly applied to rural educational administrators, and their development should be encouraged by boards who wish to maintain and promote effective administrative leadership.

Finally, once these systems and programs are in place, specific operational succession activities can be created. These are the "nitty-gritty" details such as conducting assessments and performance appraisals, mentoring, working with consultants, and so forth.

The problem in many organizations is that these operational activities are defined as *the* succession process, rather than working at the strategic or managerial levels. The development of management succession plans in education seems to have the same problem as that of business, as indicated by Hall and Seibert (1992):

> Far too much attention is focused on the operational level, and far too little is devoted to strategic-level succession matters. The reason for this is that it is much *easier* to change the operational details than it is to influence top management policy. But as long as operational details alone are the focus of succession work, little real progress will be made. (p. 258)

What is needed is management continuity activity that starts at the strategic level, linking business strategy, succession planning, and administrative learning into a division policy goal.

Strategies for Succession Management

Many writers emphasize the need for succession management planning as a systems approach (Rothwell & Kazanas, 1994; Vetter, 1985; Hall & Seibert,1992; Andrews, 1989). In this way, the entire system, or school division, becomes responsive to the changes in administration within each of its individual schools in order to avoid the disarray that occurs when an administrator is transferred, promoted, or leaves the school division. A consolidation of research work on succession management indicates that planning should contain numerous elements. Rural school divisions must anticipate important trends or forces that will have a meaningful impact on the staffing of the division, with a focus on targeted staffing issues. The human resources plan must then be integrated with the division's business plan.

Succession plans must focus on both positions and candidates, and utilize job descriptions written jointly by school boards, central office staff and administrators. These description must specify actual responsibilities, degree of accountability and level of decision-making involved; the actual skills required; whether the position requires a specific educational background and level; and the type and amount of experience the job requires. Since jobs

change and evolve over time, job descriptions should be updated continually.

Each plan should include a written account of administrator career goals, background, and training, updated annually and kept on file. The plan should also include ideas to improve the person's skills and to provide needed future experiences to get him or her ready for administrative positions. Training may be accomplished on the job or through internal or external courses and seminars. A wide variety of training will probably be necessary.

From the rural school division's perspective, there must be an identification of the managerial qualities that help the division to adapt to changes, as well as an assessment process to identify high potential administrators and to profile their strong and deficient areas. The plan should then be targeted to those who aspire to administration, those who have been recently promoted into administration, and those who are experienced in administration.

Succession management planning depends upon regular central office involvement for success, as well as the incorporation of shared involvement and decision making for administrators in the implementation process. Therefore, open and straightforward communication is necessary.

A built-in accountability process must be incorporated into the succession plan, as well as a follow-up and an evaluation

process which determine how well the plan contributed to the achievement of both division and individual development plans. This step can be completed smoothly and efficiently through computerization. All aspects of tracking--including retrieving of historical data related to administrator skills and training, and checking succession planning procedures--can be accomplished with computer programs.

Facing rapid change, rural school divisions are also adopting more flexible approaches to staffing. They use the staffing process that best suits their immediate needs: succession planning, targeted development, focus search, job posting, or informal staffing. Each approach has its advantages and disadvantages, which are summarized in the Appendix. In practice, divisions use a combination of these approaches to meet their needs.

To meet their staffing needs quickly and expediently, administrators often respond to staffing needs as they develop. In this instance, career paths and career development do not play a significant role in staffing decisions. However, where school divisions are committed to providing job security (career employment) and promotion from within, administrators use staffing approaches which emphasize development. Consequently, a pool of talent is developed in advance of needs and individuals are given an incentive to pursue learning and growth.

Staffing systems, however short-term, should be development

oriented. School divisions should take actions that address their staffing and development needs. This includes planning for critical staffing needs. Even in rapidly changing conditions, divisions should plan for recruiting, promotions, training and development, and other career management actions. According to Walker (1992), "to be passive is to fail to manage a critical business resource" (p. 390). Yet the costs and time required are often viewed as impediments to proactive management succession.

Job vacancies grant the rural school division an opportunity to develop the leadership talents of individuals who have expressed interest in administrative positions. Training and other off-the-job development activities are valuable, but challenging job assignments are some of the most useful development exercises. Educational administrators, to use Walker's (1992) metaphor, should be "talent agents. They are stewards for the talent placed in their charge and should be accountable for managing employee career development" (p. 390).

Divisions need to maintain policies, guidelines, systems and practices that are perceived by employees to be fair. To build employee loyalty, administrators should be fair and consistent in their staffing actions. Trust, a key for loyalty and performance, is gained through regular, recurring management actions professionals feel are consistent with the values of the organization (Cohen & Packer, 1994).

From a legal perspective also, fairness and consistency are important. Selecting and promotion decisions are continuing to be subject to judicial scrutiny. Professionals expect "due process" for handling grievances of unfair treatment. As school divisions act quickly and unilaterally in many employment decisions, guarantees are needed that fair and equitable systems are in place and applied evenly.

Once implemented, the succession plan can improve efficiency, productivity, and morale throughout the rural school division. Verlander (1985) expresses that the plan must also be integrated with the overall human resources function within the organization:

> HRD can be visualized best as an integrated set of subsystems: the strategic business plan, the budget, HRD resources, HRD requirements and the HRD plan comprised of the reward system, development, staffing, performance appraisal and the career management system. With sufficient and persistent coordination, all HRD activities, programs and systems should be inter-related, mutually reinforcing and rational. (p. 20)

Fenwick-Magrath (1988) outlines five criteria for effective executive development which can be adapted to administrative development. Extensive and visible involvement by the Chief Executive Officer (CEO) is required. Rural school divisions, because of their size, have an advantage in this regard, because of the fact that involvement by and visibility of the Director of

Education is practically achievable. As well, an administrative development policy, strategy and philosophy should be clearly articulated and understood.

Successful administrative development policies and strategies must be directly linked to the school division's business strategies, objectives and challenges. Included in the development program are: an annual succession planning process; planned on-the-job developmental assignments; and customized, internal administrative education programs supplemented by the use of university programs. Finally, administrative development is the responsibility of the school board, central office, and in-school administrators.

White (1992) promotes a view of executive development whereby human resource professionals work in tandem with senior executives to structure learning experiences by a) understanding the types of experiences from which people tend to learn; b) understanding the types of learning that result from various experiences; c) targeting specific experiences as developmental opportunities, and in turn practicing good stewardship of those opportunities; and d) helping candidates learn from developmental experiences with coaching both prior to and after the experience.

Unfortunately, rural school divisions, due to their size, tend not to have the luxury of human resource professionals whose aim is to promote positive working human relationships. Another issue

revolves around the fact that most "senior executives" in rural divisions are overwhelmed with duties and/or expectations in their current roles. Acquiring the time to accomplish these tasks must be recognized by the board as necessary for effective and efficient management of the organization. This may be an argument for the necessity of utilizing administrative teams in schools, and/or to grant 100% administrative time to the principal even in small rural schools. Arnold (1995) advocates that the constraints of leadership in small rural schools are time, energy, and the different goals of staff and community. These constraints can be overcome through successful succession planning. The board must place an emphasis on eliminating constraints while focusing on the facilitators of success. The facilitators of success may include, for example, the leader's energy level, respect and credibility, help from central office, and staff expertise.

Hill (1992) discusses an apprenticeship-based program which he believes promotes effective management succession planning. He believes that "new managers acquire their craft principally through actual and vicarious experiences and through the coaching of other craftspeople" (p. 185). The idea is one based on mentorship, whereby the "coaches" are proactive in making themselves available for help, and establishing rapport. As the relationship progresses, the coaches slowly begin to give new administrators more responsibility. The new administrators are also assigned to a

"new administrator support group." Ideally, this would be the group with whom the new administrators go through formal training. It becomes a peer group with whom to test new experiences, and a venue for establishing informal relationships. Hill admits that these recommendations are expensive and assume some reordering of priorities. His reaction to these arguments is the following:

> if one compares the cost of such endeavors to the costs, both financial and human, of managerial failure and turnover, they seem most reasonable....the transition will become more treacherous as the managerial role becomes more complex and demanding....Helping new managers become the best managers they can become is not a magical undertaking; it is a straightforward exercise that deserves the commitment of senior management.(p. 186)

It would seem, then, that an apprenticeship program for new and/or potential administrators may be one way of promoting effective and efficient management succession. It would enable and combine the development of informal and formal ties to working relationships, educational training, and practical experience. One of the issues rural administrators deal with is a lack of professional networking. This may be an avenue for addressing that very problem, while incorporating leadership development and successful succession as well.

Essentially, then, succession planning focuses on anticipated

future administrative positions, the expected skill requirements of those positions, and developing the people who might be candidates to fill the positions. Ultimately, the goal of succession planning is to facilitate the intermediate and long-term future of division and individual objectives. Every rural school division has its own means of achieving smooth transition of personnel, and no one method is best for every division. Yet taking the basic steps described above can help make implementation a success.

The Move From Succession Management to Career Management

In general, succession planning has wide acceptance. However, there is a problem with the word "succession" in that it implies a refilling of existing jobs, growing or replacing people to do yesterday's work. Career management, on the other hand, means planning driven by organizational strategy--for tomorrow's jobs. Today's administrator attempts to make sense out of often competing variables: people's talents and aspirations, student concerns, public demands for educational excellence, social and organizational demographic patterns, economic volatility, limited resources of money and materials, competing educational objectives, staffing issues, and/or technological innovations and professionalism. Verlander (1985) suggests that "during such a struggle for clarity and purpose, an adaptive career management system (CMS) staff can be a catalyst for change. CMS staff, in effect, becomes a 'continuity planner' involved in the

organization's health" (p. 21). In essence, career management attempts the same strategy as succession management--to tie human resources potential to the business strategy demand. It also has a role of promoting change across the school division. It too advocates training programs for employees and for administrators. It differs in the respect that career management adds the role of career counselor to the administrator whose job it is to develop professional talent. The career counselor role need not be limited to helping the employee decide on an administrative career, but on any career. Verlander believes that a career management system and career counseling are long-tern propositions that ought to be dynamic, flexible, and adaptive to the needs of the school division's business strategy and individual's career strategies:

> Matching business strategy and people demands a proactive HRD staff and responsive management at all levels to make a CMS work An effective process hinges on follow-up--a constant review and adaptation. When career counseling is fed back into the personnel information system, the career management system stays up-to-date, responsive to changing organizational realities. (p. 23)

This focus considers addressing all individuals within the school division for career development purposes. School divisions today are flexible, and the knowledge, skills and activities necessary to sustain them are constantly changing. Therefore, developing all

employee talents through a career management system enables the school division to proactively search for, train and have on staff potential administrators of the future. This type of organizational structure avoids the disarray that usually occurs when position vacancies occur. It also incorporates professional development and collaboration within the school division as people begin fulfilling their individual career goals as they are aligned with school division goals.

Implications for Policy Development

Based on the above information, the following points summarize the policy needs that develop in relation to management succession for rural educational administrators:

1. Management succession policies must be developed for the specific rural context in which the division operates.
2. Specific policies must address issues of experience, training, professional development and leave opportunities, as well as the fiduciary implications that these issues may entail.
3. The constraints and stressors, as well as the facilitators of the role of administrator need to be addressed by board policy as they impact upon the rural school environment.
4. Policies need to be outwardly supportive of rural administrators.
5. School boards need to reflect on their hiring practices

and invest in planning time and money for recruiting, selecting and training in-school administrators.

6. Policies related to staffing must be flexible. School divisions must create policies that are committed to providing job security and promotion from within, and utilizing staffing approaches which emphasize development. School boards need to be proactive on the anticipation of important trends or forces that will have a meaningful impact on the staffing of the school division.

7. Succession management policies must be integrated with all functions in the school division: the strategic business plan, the budget, and human resources, which is comprised of the reward system, professional development, staffing, performance appraisal and the career management system.

8. Policies must include accurate and detailed job descriptions created out of a collaborative process with employees which are continually updated.

9. Policies must include the opportunity for shared decision-making amongst stakeholders within the division.

10. Policies must address succession management at the strategic level.

11. Policies must be targeted to those who aspire to management, those who have been recently promoted into management, and those who are experienced in management.

12. Policies must promote open and straightforward communication.

13. Divisions need to maintain policies, guidelines, systems and practices that are fair, consistent and trustworthy from a human relations perspective and a legal perspective. "Due process" for handling grievances must be included.

14. Policies must ensure that administrative development is the responsibility of the board and its educational administrators.

15. Policies must include the need for assessment, accountability, follow-up and evaluation of the succession management process annually. Succession planning must stay up-to-date and responsive to changing organizational and individual career realities.

Succession management planning has great implications for the rural administrator. This paper has over-viewed succession management in regard to the rural administrator. Consequently, the issue of what constitutes best practice for the delivery of succession management plans becomes of prime importance for future study.

Conclusion

Succession management planning is an area currently lacking in rural education. It is an issue that needs to be addressed by administrators and supported by boards of education. Rural schools

need effective, efficient, and competent administrators who can lead schools in instructional, educational, and moral development. It is therefore necessary that succession management practices be included in a rural school division's search for quality leadership. Rural schools are pools of talent; it is the responsibility of rural school divisions to invest time, money and effort into the development of the leadership potential that already exists within these educational institutions.

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Appendix

Alternative Approaches for Matching Employees and Jobs.

Approach	*Advantages*	*Disadvantages*
Informal Staffing	Often the quickest, easiest Qualified, interested employees Candidates are known Opportunities provided first within unit	Managers may not be considered Fosters "old boy network" Reactive, developmental moves depend on managers Job requirements, individual qualifications may not be fully considered
Job Posting	Managers consider a wide range of candidates from the overall organization Better candidates may be identified Supports EEO / AA objectives, of selection criteria Promotes sense of fairness Employees can participate actively, voluntarily	May be unwieldy and slow Employees expect feedback Credibility difficult to sustain Requires job definition and use

Internal Search	Search may be wide or narrow Candidates may be considered across organization Individuals may provide current information Can support diversity objectives	Skills difficult to define for many positions Inventory or database difficult to maintain Identified candidates may not be interested or available Difficult to maintain consistent practices Process may be reactive, not developmental
Targeted Development	Mobility options considered in advance of needs of needs Requires a sense of options, forecasted needs and skill requirement Training or development may be provided in advance and considered in making assignments Employees participate in the	Requires time and effort from managers May be unwieldy in filling positions quickly; sometimes employees may be assigned for development reasons who are not the most qualified

	process	
Succession Planning	Orderly succession is planned; management thinking is stimulated about future needs Flexibility can be planned, talent pools identified Development plans are specific and focused Implementation of actions can be monitored	Process requires time and effort Often does not determine actual assignment decisions Can be applied to limited numbers of positions and individuals

Note. From "Career paths in flexible organizations," by J.W. Walker, 1992, Career development: Theory and practice, pp. 401-402. Copyright 1992 by Charles C. Thomas Publisher.